

**Report of the
Accreditation Visiting Team**

**Weber High School
3650 North 500 West
Ogden, Utah 84414**

February 15-16, 2005



Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Weber High School
3650 North 500 West
Ogden, Utah 84414**

February 15-16, 2005

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 15-16, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Weber High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Alan Stokes is also commended.

The staff and administration are congratulated for their desire for excellence at Weber High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Weber High School.

Patti Harrington, Ed.D.
State Superintendent
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WEBER HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Alan Stokes Principal
Neil Grose Assistant Principal
Cindy Maw Assistant Principal
Dale Pfister Assistant Principal

Counseling

Susan Burns Head Counselor
Sara Allen Counselor
Malcolm Johnson Counselor
Wes Johnson Counselor
Jenni Wurm Counselor

Support Staff

Secretaries/Aides

Machel Andersen (Preschool)
Delores Bertagnolli (Bookkeeper)
Jean Brown (Preschool)
Teri Bullough (Media Center)
RaNae Call (Attendance)
Tonya Coy (CTE)
Mitzi Cragun (Day Care)
Sara Craven (Resource)
Ruth Eichmeier (Receptionist)
Scott Fronk (Resource)
Lisa Grint (CTE)
Sue Haslam (Preschool)
Jeff Martindale (Bio Tech)
Carolyn McKeeth (Resource)
Shauna Meacham (Resource)
Collin Orton (Resource)
Lynette Pontius (Preschool)
Ron Rich (Resource)
Barbara Rogers (Head Secretary)
Denise Rogers (Resource Secretary)
Heike Schuette (Preschool)

JoAnn Tanner (Writing Lab)
Joyce Trimble (Copy Center)
DeAnn Vause (Registrar)
Debbie Wells (Counseling Secretary)

Custodians

Kyle Hadley
Shawn Jensen (Head)
Brent Peterson
Terry Smothers (Assistant Head)

Lance White

Cooks

Kay Aardema (Unit Manager)
Lynettie Beckstead
Nichole Brown
Betsy Burlison
Shauna Dye
Joaquina Helmick
Mary Ann Hickson
Jill Hoppie
Sandra Quarnberg
Lenna Winger
Beckie Young

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Chris Andrews
Carolyn Bankhead
Maxine Barnett
Wendy Barney
Barry Berg
Steve Berger
Mary Bulson
Je Burbank
Crystal Cale
Joanne Christensen
Kami Coleman
Rex Cragun
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Lisa Dalebout
Melanie Day
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Kathy Doutre
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Sheri Heiter
Joan Hischi

Jannene Hurst
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Wayne Jenson
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Liza Widmier
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Daren Wilding
Joe Wilson
Melanie Wood
Scott Wood
Juliana Woodbury
Sue Woodbury

WEBER HIGH SCHOOL

MISSION STATEMENT

Weber High School will provide students with the skills of citizenship, accountability, and life-long learning (CALL).

BELIEF STATEMENTS

- Every student has worth and will be provided with equal access to learning opportunities.
- Students are accountable for their academic performance, behavior, and attendance.
- Students will have opportunities that enhance intellectual, physical, and social skills necessary for success in life.
- Weber High School will provide a healthy, safe, non-threatening environment where optimum learning can take place.
- Students will acquire an awareness of the diverse cultures of our world.
- Students will demonstrate satisfactory proficiency in all areas described by their Student Educational Occupational Plan (SEOP).
- School personnel and parents are responsible to promote student learning.
- School personnel will model professional decorum.

MEMBERS OF THE VISITING TEAM

Lynne Baty, Box Elder School District, Visiting Team Co-Chairperson

Mary Kay Kirkland, Box Elder School District, Visiting Team Co-Chairperson

Jeanne Anderson, Box Elder High School, Box Elder School District

Julie Barlow, Layton High School, Davis School District

Mike Monson, Logan High School, Logan City School District

John Webb, Springville High School, Nebo School District

VISITING TEAM REPORT

WEBER HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Weber High School opened its doors in October of 1926 as the first high school built for Weber County students. As the population of Weber County grew, so did the student body. Weber High School's population load was eased with the construction of Bonneville High School in 1960 and Roy High School in 1965. By 1973 Weber High had outgrown its location on 12th Street in Ogden. The new campus was built on a beautiful 45-acre property in the city of Pleasant View. The beautiful trees, large, flowing lawns, and a majestic view add a special magnificence to the home of the Warriors. With the construction of Fremont High School in 1994, Weber High's population stabilized at around 1,800 students. In the 78 years since Weber High began its existence, students have worked hard to achieve excellence in both academic and extracurricular pursuits. The spirit and pride of Weber High reflect the caliber of its students and the quality of its staff.

a) What significant findings were revealed by the school's analysis of its profile?

The administration and leadership team at Weber High School have made a concentrated effort to engage various stakeholders in the self-study process. Departmental reports were detailed and revealed that all departments have worked collaboratively to align their curriculum and instruction to the desired results for student learning (DRSLs). Focus groups were comprised solely of teachers. Students, parents, and community members were not invited to participate. Community Council members and student leaders were involved in the initial steps of the self-study process involving the development of mission, belief statements, and DRSLs. It is recommended that Community Council members and student leaders be involved in future focus group meetings and that the results of those meetings be shared with all stakeholders.

Analysis of the profile data reveals that students at Weber High consistently perform at or above both the state national averages on most assessments. However, the profile lacks disaggregation and analysis of student achievement data. Further disaggregation of the data would assist the school in identifying specific student populations needing additional support. It is recommended that the administration and staff initiate procedures for collecting and analyzing student achievement data for the purpose of making decisions regarding school improvement goals, staff development needs, and the allocation of resources for students "who are not learning."

Weber High conducted extensive parent, teacher, and student surveys. The surveys provided valuable information from a variety of viewpoints. However, the profile lacked analysis of the survey data. It is recommended that the administration systematically analyze the survey data to guide decisions made by the school as they continue to refine their self-study.

- b) *What modifications to the school profile should the school consider for the future?*

Weber High School is to be commended for its insightful summary of strengths and limitations included in the self-study. The Visiting Team identified a strong academic program that is focused on the Core Curriculum. There is also abundant evidence of supportive personal relationships and strong mutual respect among community members, teachers, students and administration. They are to be commended for their candor and honesty in all aspects of the self-study and the commitment to school improvement by all stakeholders.

Suggested Areas for Further Inquiry:

- Disaggregate and analyze the data provided in the profile.
- Analyze and identify areas of strength and limitations from the student, parent, and teacher surveys.
- Show how analysis of student achievement data and surveys are aligned to the goals established in the action plan.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

There was strong involvement of the school community in the process of developing the mission, beliefs, and DRSLs. As the leadership team worked to align the educational agenda, including shared vision, beliefs, mission, and goals, they involved parents, students, and staff members. Newsletters informed parents of the progress made during the process.

Focus groups in other areas were facilitated by teacher leaders in the school and did not involve students, parents, or community leaders. The Visiting Team recommends that the focus groups share their assessment of progress made in each area with the broader school community for feedback and validation.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school's self-study accurately reflects the school's current strengths. Each department and focus group has accurately and thoroughly identified strengths and limitations (or areas for future growth). Each department should be commended for its efforts to align its evaluation with the mission, beliefs, and DRSLs identified by the school. The Visiting Team recommends that the leadership team revisit the data section of the profile for the purpose of disaggregating the data in each of the areas assessed. Assumptions based on average assessment scores mask students who are not learning and contribute to a false sense that all students are performing at high levels.

The Visiting Team also recommends that a detailed narrative analysis of the data be included in the profile to answer the questions, "Who is learning?" "Who is not learning?" and "Are there patterns or trends in student achievement?" An example would be the explanation the Visiting Team received from the leadership concerning geometry scores that were below the district average. The explanation made sense, but was not included in the profile.

The Visiting Team also recommends that the disaggregated data be shared at the departmental and individual teacher levels to facilitate identification of at-risk students and to inform instructional practices.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Weber High School's desired results for student learning (DRSLs) are as follows:

1. Critical Thinking
 - Students will use a variety of problem solving strategies to gather, analyze, interpret, and apply information.
 - Students will generate new and creative ideas by taking considered risks in a variety of contexts.
2. Literacy
 - Students will consistently express their ideas and answers through effective written and spoken communication.
 - Students will demonstrate knowledge of Six Traits writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
 - Students will develop effective reading and listening skills.

- Students will learn and use a variety of technological means to gather and present information, solve problems, and expand knowledge.
3. Citizenship
- Students will demonstrate individual responsibility, mutual respect, integrity, and dependability.
 - Students will adhere to school rules, policies, and procedures.
 - Students will work as productive and collaborative members of a team to identify and achieve desired results.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The collaborative effort at Weber High School to build a shared vision, beliefs, mission, and goals has involved all stakeholders. The administration formed a committee consisting of parents, teachers, and students to revisit and revise existing mission statement and beliefs. Revision suggestions from the committee were taken to team leaders and department meetings where additional input was given. Students were given the opportunity to provide input through the Student Council and through participation on focus group committees.

Weber High School is to be commended for the Expanded Opportunity Schedule, which provides for collaboration through faculty meetings, department meetings, team leader meetings, and team meetings. This collaboration time helps to facilitate discussions to identify goals and provide input surrounding mission and belief statements for the school.

It was apparent that teachers, students, administrators, and support staff members had a clear understanding of the vision of the school, the mission and beliefs, and the desired results for student learning (DRSLs). The Visiting Team recommends that a comprehensive analysis of student data be used to guide the evaluation of the success of the mission and belief statements in reflecting the school's vision.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

There is a clear alignment among Weber High School's mission, belief statements and desired results for student learning (DRSLs). The school's mission, belief statements, and DRSLs all reflect the school's strong commitment to meeting the needs of students through critical thinking, literacy, and citizenship.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The administration and staff are to be commended for their efforts to involve the entire staff in the process of defining the school's mission and beliefs. As a result of the extensive work to refine their existing mission and belief statements, the DRSLs were created. There is clear alignment among the school's mission, beliefs and DRSLs. The Visiting Team recommends that the staff and stakeholders revisit the DRSLs often to keep focused on their action plan for school improvement.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Departmental curricula seemed to be aligned with the State Core Curriculum. Teachers consistently reported that following the State Core Curriculum is a major factor in their curriculum design. The Advanced Placement Curriculum is well established. During the 2003-2004 school year, 474 AP tests were given and 316 tests were passed, for a school-passing rate of 67 percent. The school also has a favorable passing rate for the Utah Basic Skills Competency Test; 95 percent of Weber High students passed in reading, 83 percent in writing, and 83 percent in math. The 2003 SAT-9 scores are all above the national averages as disaggregated by subtests, with the exception of pre-writing. The school scored at the 61st percentile for the complete battery on the SAT-9.

Career and Technical Education Skills Tests were passed at a rate of 49 percent, which surpasses the state average. The school averages for Utah end-of-level testing exceeds the district averages in all content areas with the exception of geometry.

The support staff in the Media Center is actively involved in supporting all curricular areas. There is strong evidence that the school-wide focus is on actively working to align the curriculum in each content area with state and national standards.

Parents expressed appreciation for the work that teachers, counselors, and administrators do to help all students succeed. Parents made an effort to point out that not only are the gifted students supported in their academic efforts, but struggling students were given needed academic support as well. Counselors work closely with parents to assist at-risk learners in their efforts to fulfill graduation requirements.

The school has regularly scheduled time for school-wide and departmental meetings. These meetings provide an excellent opportunity for teacher in-service, for review of student achievement data, and for curriculum correlation. The Visiting Team recommends that the school provide disaggregated data for teachers to use in evaluating student achievement, rather than assuming that all students are performing well based on high averages on standardized tests.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The process of developing the desired results for student learning was done in a collaborative way. It appears that the development took about two years and that stakeholders had multiple opportunities to make suggestions and offer input. The administration, teachers, parents, and students seem to have an understanding of the DRSLs, especially in the areas of citizenship and literacy.

Some departments have clearly defined objectives that include the DRSLs, while other departments have yet to fully integrate DRSLs into their instruction. The Visiting Team recommends that each department find ways of explicitly teaching the DRSLs, and that departments work collaboratively to develop classroom assessment instruments to be used to evaluate student progress in each area of focus.

It is evident that all stakeholders hold citizenship in high regard. Students have many opportunities to show good citizenship, including assemblies, fund raising activities, humanitarian projects, and as peer tutors. Parents and students praised the example of proper conduct and citizenship set by the administration and school personnel.

The DRSL of literacy is promoted in each content area throughout the school. Efforts are being made to improve students' writing skills across the curriculum. There is visual evidence that the Six Traits writing process is being used school-wide. The principal even has the posters for each trait displayed in his office. Throughout the school community, there is a strong focus on high academic achievement for a majority of the students.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The Visiting Team observed that teachers in every department utilize a variety of effective instructional strategies. Students work individually, in pairs, in small groups, and as a whole class. With the long class periods in the eight-period

block schedule, teachers have learned to vary the activities and pacing of their instruction. The Visiting Team observed teachers using lecture, debate, discussion groups, previewing, questioning, projects, and hands-on activities. Students in most classes seemed to actively engage in the learning process.

The Visiting Team recommends further exploration of best practices in order to include even more methods for engaging and ensuring learning for all students, but especially for those who struggle academically.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

From classroom observations it was evident that teachers were using a variety of instructional methods. Most of the variation, however, came from observing different teachers rather than from a single teacher varying his/her instruction of the same skill or information to accommodate different learning styles or achievement levels. The school counselors are to be commended for providing teachers with the results of a learning styles inventory for each student. With this information teachers can work to address individual student needs more appropriately.

Members of the special education staff are to be commended for their communication and collaboration with the regular education staff. Teachers are provided with information concerning accommodations and expectations for students in a timely manner, and receive ongoing instructional support from the Special Education Department. Teachers are very skilled at making accommodations and adaptations for special education and 504 students; however, few staff members are able to identify, through data, the students who are low but do not fit into a special needs category. Information about individual students' levels of achievement from testing is not disaggregated and made available to departments and teachers for improving instruction in specific areas of concern.

The Visiting Team recommends that information relating to student achievement on standardized tests be disaggregated and disseminated to departments and individual teachers to inform instruction.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The school has scheduled a weekly "Expanded Opportunity" period for students to receive additional instruction and assistance. Teachers believe that this is utilized by many of the students, with the highest number of students attending at midterm and near the term's end. Teachers are also available before and after school to provide students with academic support. Students and parents indicated that all teachers at Weber High are willing and anxious to assist students and

provide academic support. The productivity periods of some teachers are utilized for the help and assistance of students who are identified as being in need of additional study periods and individualized assistance.

The Visiting Team recommends that the Expanded Opportunity period and designation of teachers' productivity periods be used to target and remediate students who are identified as not meeting standards. Currently, students who are failing a course or have scored poorly on standardized tests are only self-, parent-, or counselor-identified for additional study. The Visiting Team believes that the E.O. period and the productivity periods could be more effectively utilized for re-teaching students whose test results show discrepancies in skill levels.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Weber High School is in the developmental process of assessing student achievement. Expectations and performance standards are aligned with the essential components of desired results for student learning. Methods and assessment models are still being formulated.

Current articulation consists of disclosure statements, student planners, and student/parent access to classroom information on the Internet, through Ed-Line. There is a culture and tradition of what it means to be a "Weber High Warrior." This seems to contribute to the general climate and the behavior of students in the hallways and classrooms throughout the school. Teacher input is valued with regard to student needs. Teachers are provided with information on IEPs and 504 plans for students with special needs. Many teachers utilize rubrics to establish standards and assist students with self-evaluation.

The staff is encouraged to continue the process of identifying and developing assessment instruments that will be data-driven. They are also encouraged to include parents and students in the focus groups, to give needed feedback and to assist in the dissemination and understanding of each group's evaluation of organizational effectiveness.

The Visiting Team recommends that the staff disaggregate and analyze student achievement data derived from standardized tests, and that they use the information to drive decisions on curriculum, instruction, and professional development. This data should be distributed to all constituents in a timely manner to continue to build the currently established community of learners that is evident at Weber High School.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

There is strong evidence to support the notion that Weber High School has developed an understanding and appreciation for the importance of using multiple means of assessment to evaluate student performance. Such an understanding is vital if students are to be assessed accurately and fairly, and if reliable feedback is to be provided to stakeholders.

In addition to testing, the staff has identified the following means of assessment: oral presentations, portfolios, performances, art designs, skill tests, written reports, journals, cooperative learning, PowerPoint presentations, interviews, self-assessments, timelines, tutoring, video presentations, rubrics, and other methods developed by individual teachers.

The selection of the method is based on the type of learning to be assessed. Evaluative feedback is provided according to performance and methodology used within content areas. There is evidence that students have choices about the way they are evaluated. Opportunities are provided for students to remediate and to make additional attempts to demonstrate their understanding.

Selected teachers and departments have clearly defined performance standards and are aligning assessment instruments to those performance standards. The Visiting Team recommends that the staff work together to collaboratively identify performance standards based on the Core Curriculum and the DRSLs. These efforts should lead to school-wide assessment rubrics. The rubrics will assist teachers in determining “when ‘good,’ is good enough.” The citizenship rubric identified in the action plan is a good example of a school-wide assessment instrument.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The results provided from the student, parent, and teacher surveys indicate that most stakeholders are appreciative of the quality of education at Weber High School. The Visiting Team observed that there is strong support for academics, a positive culture, and multiple opportunities for student involvement. It is recommended that a more thorough investigation and analysis of the surveys be conducted, so that accurate information can be obtained to give direction to school-wide and community decisions. Open-ended questions may be a means of qualitative analysis that would provide better understanding of stakeholder perceptions. Without analysis, the surveys might lead to unfounded impressions and the ignoring of at-risk populations.

Many classrooms solicit student input to create rubrics and establish expectations prior to assessing competency on assignments. We would recommend a more

universal implementation of this practice to create in students a sense of ownership for education and a personal responsibility for learning. As the staff continues to utilize multiple assessments and further refine the gathering of information from disaggregated achievement data, there should be a continued effort to align assessment instruments with performance standards to assure quality, equity, and fairness.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Weber High School has established a strong and positive academic climate in which teaching and learning are actively supported. There is a culture of high expectations for students and staff.

Academic learning time is protected by taking most student activities, as well as professional development for teachers, out of the regular school day. Time is provided before school two days a week to facilitate remediation opportunities for students and professional development for staff members.

This school also demonstrates high academic expectations for students through its course offerings, including 17 different AP classes, 39 concurrent enrollment classes, and many honors classes. The school focus is on college preparation as well as career development.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The decision-making process at Weber High is extremely collaborative. Teacher teams and community and student councils provide continuous input into the educational program of this school.

In the areas of discipline, citizenship, attendance, and course-taking patterns, data is analyzed and evaluated on a continual basis. The Visiting Team would recommend detailed analysis of pertinent student achievement data to further inform the decision-making process for departments, individual teachers and the leadership team.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The school actively monitors student progress through course grades and classroom assessments. School-wide assessments are limited in design and

implementation. An example of a school-wide assessment would be the excellent citizenship rubric included in the action plan on citizenship but not yet internalized into the culture and classrooms of the school.

The Visiting Team recommends that the school select an area of focus from the action plan and design a school-wide system of assessment, including performance standards, indicators, rubrics, and student anchor assignments.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The administration and leadership at Weber High School provide competent management of the organization, operations, and resources of the school. The parent, student, and teacher surveys indicate a high regard for the positive culture, climate, and traditions of the school. During the Visiting Team's meeting with the Community Council, PTSA, and student government, there was an overwhelming sense of pride and tradition. One parent stated that the school's teachers were great role models and were concerned about kids. A student commented that the school had a supportive atmosphere intertwined with strong tradition and respect. Another student commented that Weber High was a good preparation for college, offering a variety of classes with multiple opportunities to follow career choices.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school leadership has created an action plan that aligns with the DRSLs. Each action plan has a detailed description of resources needed to accomplish individual goals. They have actively involved their Community Council, as well as school leadership teams, in collaboration and decision making for the allocation of resources as they relate to the school improvement process.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Weber High has a very active Community Council that meets regularly to offer input on decisions regarding student learning and allocation of certain resources. The school also has enormous support from other community members, parents, and local businesses. The school is to be commended for the structure it has in place for collaboration among staff members. This structure specifically offers weekly opportunities for collaboration on student learning among faculty members, departments, team leadership, and team committee members. It is

recommended that Weber High continue to refine this structure for collaboration to include the sharing of findings from individual meetings with all stakeholders.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

Positive and productive working relationships exist among students, teachers, support staff, and administrators. The Visiting Team found that people liked attending and working at Weber High School. They all possessed a sense of school pride and an emotional bond with the school as they spoke of relationships and programs. These groups gave examples of students and staff members giving monetary and emotional support to individual groups and service projects such as “Quarters and Cans.”

Further examples of community building include the Wonderful World of Weber, which is held yearly to help students and parents through the process of moving from middle-level schools to the high school. Peer tutoring, quarterly awards programs, Wee Weber preschool for handicapped students, and cross-curricular classes, including Humanities, provide additional opportunities to establish connections among community members, parents, and student groups.

Faculty and staff members willingly support co-curricular programs as well as extracurricular activities, as can be seen by the many sponsored and non-sponsored clubs, organizations, athletics, and extracurricular opportunities. Assembly traditions include standing ovations for the SBO president and the principal of the school when they speak to the student body.

Weber High School creates and sustains a learning environment for students that nurtures a sense of caring and belonging. Evidence of this was seen in the classrooms and hallways as students interacted with adults and each other. Other supportive programs include a weekly Expanded Opportunity (EO) hour. This program allows students time and access to teachers for make-up work and enrichment activities, as well as providing access for students to the career center, writing labs, computer labs, and media center.

Weber High has established collaborative teams that meet monthly with the administration and the School Community Council to discuss school issues. An example of one such issue was the citizenship rubric that is used throughout the school. One teacher stated that the teacher leadership teams made her feel as if she has input to the happenings of the school. These teams also filled the role of focus groups to evaluate the NSSE Indicators of School Quality.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Weber High actively engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials. Some of these activities include Quarters and Cans, the Reflections Contest, the Keys to Success program, and the Life Skills Conference. EdLine provides 24-hour access to students' current academic standing, citizenship, and attendance. Counselors meet with parents and students in an annual SEOP conference, and the school's web page allows access to the calendar of activities.

Weber provides limited support for establishing working relationships across K-12 levels of education. One program administrators shared with the Visiting Team was the 9th grade World of Weber Tour. This program is planned and coordinated at the high school level and provides an opportunity for incoming sophomores to begin the transition from junior high school. Collaboration exists in grades 10-16 through classes offering AP credit and concurrent enrollment. Fifty-six classes provide college credit, including seventeen AP courses and thirty-nine concurrent enrollment offerings through Weber State University.

The school has not fully developed collaborative networks of support with community members or established groups such as youth service agencies and government leaders. The focus group that studied community building made a recommendation to improve in this area. The focus groups did not involve parents, students, or community members in their evaluation of the NSSE Indicators of School Quality for Weber High.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Weber High School has a number of key components in place to promote a comprehensive and ongoing professional development program. These include district-level support, built-in time for professional development during the contract day, and opportunities for teacher collaboration during contract time. The school also provides incentives for teachers to participate in summer conferences, district-level professional development programs, and support for advanced degrees.

The school's professional development program could be improved by identifying a specific plan for school-wide professional learning through a comprehensive study of best practices in the areas identified by the DRSLS, the school action plans, and focus group recommendations. Enough time should be spent

developing each strategy to allow the best practices to become a part of the school environment.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

Weber High School supports productive change and improvement. The organization of the teacher leadership teams appears to be a strong link in support of school improvement and change. Team leaders meet monthly with the administration to evaluate the effectiveness of school improvement efforts.

The school has an active PTSA and a well functioning Community Council. These parent support groups provide good feedback to the school about community concerns. Administrators and staff members are consistent in setting yearly goals. The school provides resources and time to teachers for professional development (e.g., teacher team leader stipends, monthly planning time, and department collaboration time). Weber School District is supportive of programs identified at the school level that will increase student learning.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard has been met. Weber High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard has been met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard has been met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard has been met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard has been met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records, and are ensured privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard has been met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard has been met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard has been met. The administration of Weber High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard has not been met. The total number of students instructed by any one teacher in any one grading period exceeds numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard has been met. Weber High School supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

Standard XI – Business Practices

This standard has been met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The school-wide action plans are aligned to the DRSLs identified by the school community. The specific action steps listed in each plan relating to professional development are somewhat vague, in that explicit strategies have not been identified. The Visiting Team recommends that the leadership team and teacher teams examine best practices related to their DRSLs to identify precise programs and/or strategies for focused, school-wide professional development.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team believes that there is a strong commitment to the ongoing process of school improvement from all stakeholders in the school community. Parents from the PTSA and Community Council were extremely supportive of the work done by the Accreditation Leadership Team, and indicated that they would continue to be actively engaged in the continuation of the school improvement process.

The Weber High model of teacher leaders and teacher teams provides an effective structure for facilitating future improvement efforts, and for the implementation and evaluation of the school improvement plan. As the Visiting Team met with focus groups and department chairs, the leadership and guidance from the district office staff members was often mentioned as a demonstration of the level of system-wide support this school receives.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The Visiting Team recommends that the school consider using school-wide data to monitor the effectiveness of the implementation of each action plan. The rubric created for the action plan on citizenship is an excellent example of the kinds of instruments that can be developed by the staff to assess progress on implementation of the DRSLs.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- There is a wonderful culture and climate associated with Weber High School. Parents, students, and teachers have expressed pride in the traditions of academic excellence and student respect that are nurtured by the entire school community. This is evidenced by the physical appearance of the building, the many positive affirmation banners posted in the halls, students' behavior at assemblies, and the many teachers and Community Council members who attended Weber High School as students and have returned to take advantage of the positive climate as parents or staff members.
- The Visiting Team would like to commend Weber High School for its high expectations for success in all aspects of the school program. Students are expected to demonstrate outstanding citizenship and respect throughout the school day and through extracurricular activities. Students are involved in service through humanitarian projects, community outreach, peer tutoring, and various school committees.
- There is an exceptionally high expectation for academic proficiency at Weber High School. Students are prepared for college through the many concurrent enrollment classes, AP classes, and honors classes offered throughout the curriculum. Students who chose a vocational track rather than a college prep track are also held to a high standard of proficiency. Students have many choices in the vocational area. Weber High School serves as a district "magnet" school for some technical courses.
- Weber High has an outstanding teaching and support staff. Everyone from the office staff and the teachers to the custodians and the cooks treats students, parents, and guests with respect. Staff members have high expectations for themselves, for students, and for parents and community members. Many of the teachers on this staff have advanced degrees and have participated extensively in content-related professional development.
- This school is to be commended for its forward thinking and leadership in providing expanded opportunities for professional development, collaboration, and teacher leadership teams. The concept of leadership teams across curricular areas is an extremely innovative and effective way to provide feedback from all staff members on critical issues.
- The Visiting Team commends the staff members for their willingness to use the schedule in a flexible way to provide expanded opportunities for student

remediation, intervention, and enrichment. This innovative use of time can serve as a model for student intervention programs throughout the high school level.

Recommendations:

- The Visiting Team recommends that the leadership team and administration provide comprehensive disaggregation and further analysis of the student achievement data provided in the profile. This will help the school answer the question “Who is not learning?” which will allow teachers, counselors, parents, and students to use the remediation and intervention time provided in the Expanded Opportunity schedule to its full potential.
- While the self-study provided a thorough analysis of each organizational area, the Visiting Team recommends that the evaluation of school effectiveness from each focus group be shared with the entire faculty. All teachers should have the opportunity to provide feedback to the members of each focus group. Parents and students should also be invited to provide feedback and validation to the focus groups on their assessment of the NSSE Indicators of School Quality.
- As the staff works collaboratively to design an assessment system for the DRSLs, the Visiting Team recommends that specific strategies and programs be identified to meet cross-curricular implementation of the action plan. As the action plans are written, the area of professional development is somewhat vague as far as specific strategies for improvement are concerned. This school has an ideal structure in place to facilitate effective school-wide professional development, focused on best practices aligned to the goals identified in the action plan.